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AUTHOR Dobson, Judith E.; Dobson, Russell L.
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ABSTRACT

Research relative to the personal beliefs of counselors and their counseling practices is scarce. By understanding the psychological/philosophical assumptions underlying their counseling, counselors can arrive at congruence between what they profess and how they counsel. In order to focus on counselor's personal attributes, appropriate instrumentation is needed. This paper describes the development of a two-part instrument designed to identify the degree of counselor congruency in educational beliefs and counseling practices. The Educational Beliefs System Inventory (EBSI), an instrument for clarifying stated teacher beliefs and practices, was modified for use with counselors; part 1 of the test is organized around seven "I believe" categories, with each subtest having an equal number of questions from distinct disciplines, e.g., behavioristic psychology or cognitive psychology. A second section of the test, designed to clarify counseling practice beliefs, a 69-item Counseling Practice Beliefs Inventory (CPBI), is composed of 6 subtests measuring areas such as the counseling relationship, counseling techniques, and the purpose of counseling. The processes involved in content validation (by a jury of experts), field testing, reliabiltiy calculations, and scoring (hand or machine), are discussed. The discussion section also describes the use of the results in counseling supervision. The complete EBSI and the CPBI are provided in the appendix along with a sample counselor profile derived from test results. (MCF)

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Perceptual Baseline Supervision:

Beliefs/Practice Congruency

by

Judith E. Dobson

Russell L. Dobson

Paper Presented

American Personnel and Guidance

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Judith E. Dobson is Professor of Applied Behavioral Studies and Russell L. Dobson is Professor of Curriculum and Instruction, College of Education, Oklahoma State University, Stillwater, Oklahoma 74078.

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Running Head: Congruency

Abstract

Perceptual Baseline Supervision:

Beliefs/Practice Congruency

Research relative to the personal beliefs of counselors and their counseling practices is scarce. This manuscript describes a two part instrument designed to identify the degree to which counselors are experiencing congruency between their professed educational beliefs and counseling practices. The instrument is intended to be used as a tool for dialogue, self assessment, and goal setting in counselor supervision.

Perceptual Baseline Supervision:

Beliefs/Practice Congruency

Throughout the years, the counseling profession has emphasized the importance of the quality of counselors along with attempting to provide the quantity of counselors needed by society. The continued development and refinement of counseling and supervision practices is an on-going goal of the profession. Inherent in this emphasis on refinement is the need to clearly articulate the purposes and activities of counseling and supervision. Trite as it may sound, the purposes and activities of counseling do not occur in a vacuum, but rather grow out of value orientations.

Considering this state of the art, it seems that a more systematic treatment of a counselor's philosophical base (beliefs, attitudes, and values) would be useful. Fortunately, this appears to be the case for research relative to counselor's values and counseling outcomes is now appearing in the literature. Boyd (1978) suggests that such data could potentially improve the selection of counselors and supervisors.

Beutler, Pollack and Jobe (1978) found a significant relationship between clients' acquisition of their counselors' values and their ratings of improvement during counseling. Kaslow, Cooper and Linsenberg (1979), after a review of the literature on family therapists, stated that the therapist's selective dynamic use of perceptions, experiences and values in a genuine and committed fashion contributes positively to therapeutic outcomes.

Likewise, Beutler's (1979) review of available literature lends support to the idea that clients' values, attitudes and beliefs change in counseling and that, to some degree, these changes are associated

with the degree to which counseling is successful. He also indicated that research evidence suggests clients acquire the specific values and attitudes of their own counselors rather than simply a more mature or adaptive set of beliefs. He stressed that counselors must become cognizant of their own personal values as determiners of therapeutic gain. The supervision process would seem to be a place for this learning to occur.

According to the ACES Committee on Counselor Effectiveness (ACES, 1969), the supervisor facilitates the counselor's personal and professional development, promotes counselor competencies and promotes accountable counseling and guidance services and programs. However, Hart (1982) contended that research in counseling supervision presently consists of unrelated fragments that make integration difficult and the establishment of meaningful principles impossible. Since supervision, like the teaching-learning process, is complex, Bernard (1979) suggested a holistic approach. He continued that by researching dimensions of the process separately, differing conclusions may be drawn. Similarily, a review of the literature by Leddick and Bernard (1980) revealed the need for more clarity and organization in the practice of supervision. Although this paper is not a review of previous research, it seems that earlier findings support the assumption that a relationship exists between personal beliefs held by the counselor and counselor practices.

Shallcross (1979) and Katz (1972), in their models of professional development, suggested that mature professionals are guided in their actions by a set of internalized personal beliefs. Therefore, what counselors choose to do to, for or with clients is not value neutral. Decisions counselors make in counseling whether chosen consciously or unconsciously

are expressions of the beliefs they hold.

While modern counselors may be better prepared than their counterparts of a decade or so ago, they are at the same time confronted with a range of values and beliefs that relate to counseling. Confrontation with a multi-range of values contributes to the intensity and complexity of selecting and creating a personal value position. Therefore, it may be vital that counselors understand their own values and beliefs about counseling if they are to function effectively.

The authors contend that only when counselors have arrived at a thorough understanding of the psychological/philosophical assumptions underlying their counseling will it be possible for them to arrive at a degree of congruence/consistency between what they profess and how they counsel. Improvement in counseling may only occur when a counselor's practices and beliefs are congruent.

Shaw (1975) defined congruence as organic harmony between one's authentic self and one's lifework. Aspy and Roebuck (1977) state that congruence means genuineness: "The degree to which an individual's words and actions accurately reflect her or his own feelings and attitudes" (p. 6).

The remainder of this paper is devoted to the explanation of a two part instrument developed as a supervision tool. The authors believe that the instrument, if used as a tool for dialogue in supervision, could have the potential to facilitate both personal and professional development of counselors by: (a) Encouraging counselors to become aware of their personal attributes (beliefs, attitudes, and values) and by (b) providing a focus in supervision to facilitate counselor congruency between professed beliefs and counseling practices.

PROCEDURE

In order to focus on counselors' personal attributes, appropriate instrumentation needed to be developed. An instrument suitable for use with teachers in carifying stated beliefs and teaching practices had been developed (Dobson, Dobson & Kessinger, 1980). The instrument, Educational Beliefs System Inventory (EBSI), with modifications, was deemed suitable for use with counselors. However, a measure of counselor practice beliefs needed to be developed.

Thus, a two part instrument evolved that identifies educational beliefs and the degree to which counselors are experiencing congruency between their professed beliefs (Part I) and their professed counseling practices (Part II). The instrument is intended as a tool for dialogue, self assessment, and goal setting in counselor supervision rather than a technique for evaluation (See Appendix).

The modification of the existing item EBSI involved minimal editing for clarity and for eliminating sex bias in items. Part I includes the following subtests:

1. What do you believe about Human Nature? (15 items)
2. What do you believe about Motivation? (12 items)
3. What do you believe about Conditions of Learning? (12 items)
4. What do you believe about Social Learning? (12 items)
5. What do you believe about Intellectual Development? (6 items)
6. What do you believe about Knowledge? (12 items)
7. What do you believe about Society? (6 items)

Each subtest contains an equal number of statements from three distinct

educational camps: Camp A, Behavioristic psychology and Idealism philosophy: Camp B, Cognitive psychology and Experimentalism philosophy; and Camp C, Humanistc psychology and Existentialism philosophy. Each sub-test yields scores that correspond to the three particular educational camps.

The second part, a 69 item Counseling Practice Beliefs Inventory (CPBI), is composed of statements clustered under the following sub-tests:

9. What do you believe about Communication? (15 items)
10. What do you believe about the Counseling Relationship? (15 item)
11. What do you believe about Counseling Techniques? (15 items)
12. What do you believe about Structuring in Counseling? (6 items)
13. What do you believe about the Purpose of Counseling? (6 items)
14. What do you believe about Evaluation of Counseling? (12 items)

Subtest 9 through 14 each contain an equal number of statements from the three distinct educational camps and yield corresponding scores.

Counselors are asked to judge each of the 138 statements from the viewpoint of, "This is what I really believe." The possible response categories range from: (1) complete agreement, (2) moderate agreement, (3) uncertain, (4) moderate disagreement, and (5) complete disagreement.

Content Validation

The EBSI had been validated previously by a jury of experts, five professors with a thorough knowledge base in education foundations. A total of three professors of counselor education participated in the initial validation of the CPBI. They were asked to categorize each item according to the three educational camps. A total of 12 items did not receive unanimous agreement and were rewritten. The revised instrument was then given to an

additional three counselor educators who were in total agreement in categorizing the items.

Field Test

The EBSI and CPBI were administered to 88 Masters and Doctoral students enrolled in counseling courses at Oklahoma State University. The respondents included 53 females and 35 males. The sample included 11 Blacks, 2 Oriental, 3 American Indians and 72 Caucasians. The mean age for the group was 27.2 years (sd=2.3, range=25).

Reliabilty

Reliability was calculated through the use of Cronbach Alpha Internal Consistency. The internal consistency reliabilties for the total A, B, and C subtests for the EBSI were: A=.61026, B=.6047, C=.72686. The internal consistency reliabilities for the CPBI were: A=.75835, B=.66157, and C=.83546. When the two instruments were combined and considered as a whole the total reliabilities for the A, B, and C subtests were: A=.80822, B=.73834, and C=.83546.

Scoring

Both parts of the instrument may be either hand or machine scored. An S.P.S.S. (Statistical Package for the Social Sciences) computer program has been written along with a Fortran plotting program so that when answers are recorded on a standard answer sheet, Fortran programs will score and graph the results. An individual counselor's profile (A, B, and C scores) are graphed and if the instrument is administered to a group (a practicum class or counseling center staff), the mean scores of the group are also graphed

on each counselor's profile.

The scoring of sub-test 1 (What do you believe about Human Nature?) provides an example of the hand scoring method. Included in the 15 items are 5 statements each pertaining to Camp A, Behavioristic psychology-Idealism philosophy, Camp B, Cognitive psychology-Experimentalism philosophy, and Camp C, Humanistic psychology-Existentialism philosophy. The scores from each of the 5 statements relating to a particular camp are added together and divided by 5 to yield mean A, B, and C scores. This same procedure is followed for subtests 2-7. The mean scores are combined and divided by 7 to arrive at A, B, and C mean scores for the EBSI which are shown as sub-test 8.

The instructions, scoring and graphing procedures for the CPBI are similar. This instrument also yields a psychological/philosophical profile for each of the three educational camps. The mean scores for subtests 9 through 14 are combined and divided by 6 to arrive at A, B, and C mean scores for the CPBI, shown as sub-test 15. The mean score of subtest 1 through 7 and 9 through 14 combined, are shown as subtest 16, the total A, B, and C mean scores for Parts I and II. The results are graphed to give counselors a profile of their psychological/philosophical beliefs and practices.

The Profile

The profile of the counselor professing beliefs/practice congruency is represented graphically by a horizantal flat line or almost flat line on subtests 1-7 (educational beliefs) and on subtests 9-14 (counseling practices). A strong belief is graphed as a horizontal (flat) line

either toward the top (complete disagreement, 5) or near the bottom (complete agreement, 1). An individual whose profile tends to be a horizontal line around the middle (3), merely exhibits uncertainty.

Figure 1 is a profile of a counselor-candidate's professed beliefs and practices represented by a solid line and the practicum group's composite profile represented by a broken line. In Figure 1, the "A" sub-test scores indicate this counselor-candidate's general uncertainty and some disagreementwith Behavioristic psychology and Essentialism philosophy in beliefs and practices. The practicum group's beliefs profile fluctuates from agreement with sub-test 3 (Conditions of Learning) to disagreement with sub-tests 1 (Human Nature) and 5 (Intellectual Development). The practicum group's counseling practice profile mainly indicates uncertainty.

Insert Figure 1 about here

The "B" scores in Figure 1 indicate the counselor's agreement with Cognitive psychology and Experimentalism philosophy in sub-test 2 (Motivation), sub-test 3 (Conditions of Learning), and sub-test 4 (Social Learning). This counselor-candidate disagrees with Cognitive psychology and Experimentalism philosophy on sub-test 5 (Intellectual Development) and 6 (Knowledge). In practice, there is disagreement on sub-test 12 (Structuring in Counseling) and 13 (Purpose of Counseling) but agreement on sub-test 14 (Evaluation of Counseling). The practicum group profile reveals that as a whole the counselors-candidates beliefs and practices follow Cognitive psychology and Experimentalism philosophy.

The "C" profile indicates this counselor-candidate's general dis-

agreement with Humanistic psychology and Existential philosophy relative to the Nature of Society (sub-test 7). The composite score (sub-test 8) of this counselor-candidate's "C" profile indicates an uncertain position. In beliefs about practice, this counselor-candidate ranges from moderate to total agreement with Humanistic psychology and Existential philosophy. The practicum group profile indicates that collectively the counselor-candidates tend to favor Humanism and Existentialism in counseling practices. However, overall they are more closely aligned with Cognitive psychology and Experimentalism in educational beliefs.

DISCUSSION

The purpose of incorporating the two part instrument in supervision is not to convince a counselor nor a group of counselors to change their beliefs or counseling practices. Hopefully, the results of the instrument (the profile) will inspire thinking and dialogue relative to the personal and professional direction the counselor wishes to pursue. The search for congruence is an active process by individual counselors involving reflection of personal knowledge, educational and counseling theory, and counseling practices. The dialogical process in supervision can serve the purpose of clarifying a counselor's beliefs and bringing about congruency between beliefs and practices. The strength of the instrument lies in the dialogue that follows the reporting of results.

An example of the general procedure for using the results in supervision follows:

1. Administer the EBSI and CPBI to a counselor or group of counselors.
2. Score and graph the results.

3. Interpret the results, both individual profiles and the group profiles (if applicable). Discussion of results is imperative so that a counselor will begin internalizing the results by asking: Is this what I really believe? Is this what I believe about counseling practice? Is this how I actually practice?
4. Initiate individual supervision sessions with the counselor to discuss the personal and professional implications of the profile. Through this process, goals of supervision can be established.
5. The counselor or the counselor and supervisor collaboratively will then develop a plan to meet the goals. This plan may include additional supervision, independent study, staffings, specific courses, conferences, workshops, and seminars.
6. During regularly scheduled supervision sessions, the supervisor and counselor will review audio or video counseling tapes but will also discuss beliefs, attitudes and values and whether there is congruency between professed beliefs and actual counseling practices.

For over two decades Wrenn (1962, p. 168) has suggested that the person of the counselor". . . is the most important single factor in counseling." He emphasized that professionals must continually learn about themselves (Wrenn, 1973).

Boyd (1978) states more recently, that ". . . supervision should offer the counselor an optimal opportunity for self initiated personal development, and encourage the counselor to take advantage of the opportunity" (p. 11). Focusing supervision on counselor beliefs/practice congruency may offer this opportunity.

EPILOGUE

The EBSI and CPBI are in the initial stage of development. Test-retest reliability data is currently being gathered. Research is also in progress with Master's level Practicum students as subjects. The author's have hypothesized that counselor-candidates involved in Perceptual Baseline Supervision will express a higher degree of beliefs/practice congruency and demonstrate higher levels of the core conditions in actual counseling practice than counselor-candidates involved in "traditional" supervision. The authors are also identifying counselors expressing beliefs/practice congruency in each of the three camps in order to conduct an ethnographic study as a data base for continuing research.

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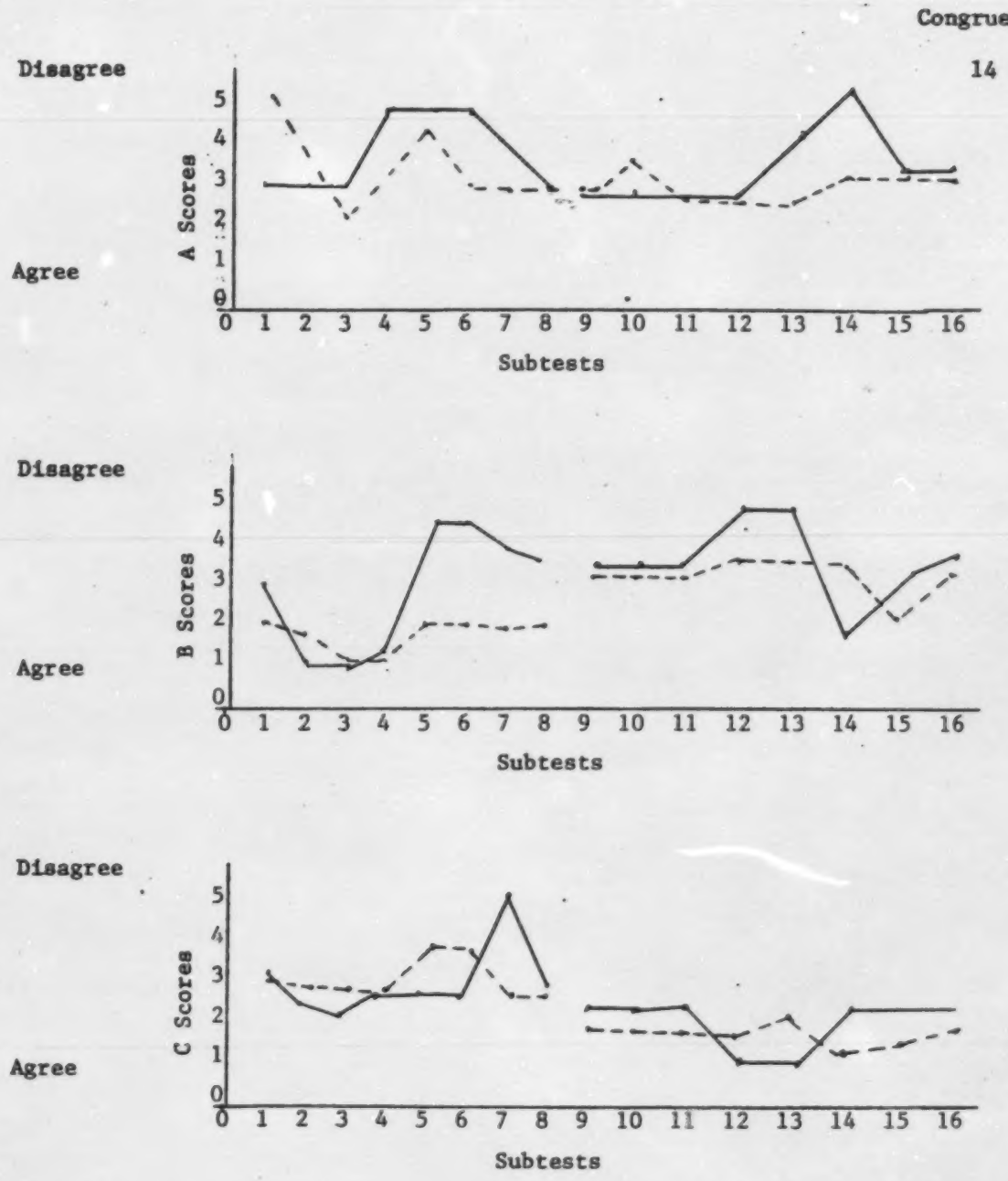

Figure 1. Sample Profile

APPENDIX

EDUCATIONAL BELIEFS SYSTEM INVENTORY

PART I

Following is a list of 69 statements concerning various aspects of educational theory. In answering, DO NOT consider each statement from the viewpoint, "This is how it is now." Rather, DO CONSIDER, "This is what I really believe." Mark each statement according to the following scale:

1 = complete agreement
2 = moderate agreement
3 = undertain
4 = moderate disagreement
5 = complete disagreement

What do you believe about human nature?

1 2 3 4 5 1. Humans can be clearly characterized in terms of their behavior.

1 2 3 4 5 2. Human behavior is based on cognition, knowing or thinking about a situation and not on the situation itself.

1 2 3 4 5 3. Humans are greater than the sum of their parts.

1 2 3 4 5 4. Humans are malleable and passive reactors to their environment.

1 2 3 4 5 5. Humans are best described in relative terms according to time, circumstance, and place.

1 2 3 4 5 6. Humans are social beings who seek to identify through interactions with others.

1 2 3 4 5 7. Humans possess an inherent tendency toward self-actualization.

1 2 3 4 5 8. Human behavior is predictable.

1 2 3 4 5 9. Human characteristics can be studied independently of one another.

1 2 3 4 5 10. Humans can only be studied as a whole.

1 2 3 4 5 11. Individual perceptions are the only reality known to humans.

1 2 3 4 5 12. Humans actively seek self-imposed goals.

1 2 3 4 5 13. The significance of a human is determined by work they perform which is motivated by the promise of reward.

1 2 3 4 5 14. Freedom for an individual means growth and the willingness to change when modifications are needed.

1 2 3 4 5 15. Humans define themselves through choices.

A B C Score
_ _ _

What do you believe about motivation?

1 2 3 4 5 16. For learning to occur, reinforcement must follow immediately and be clearly connected with the desired behavior.

1 2 3 4 5 17. Behaviors which are reinforced (rewarded) are likely to reoccur.

1 2 3 4 5 18. Cognitive processes (thinking) are set into motion when the learner encounters an interesting challenge.

1 2 3 4 5 19. Humans are naturally curious and will explore their surroundings without encouragement.

1 2 3 4 5 20. When given the freedom to do so, humans will create educationally significant tasks and structure methods of accomplishing them.

1 2 3 4 5 21. Productive learning experiences require active involvement.

1 2 3 4 5 22. Learning occurs best when the purposes and needs are realistic, meaningful and useful to the individual.

1 2 3 4 5 23. Appropriate external stimulation of the individual is necessary for optimal achievement.

1 2 3 4 5 24. Frequency of repetition is necessary in acquiring skills and in bringing about over-learning to guarantee retention.

1 2 3 4 5 25. True learning occurs when the experience is internalized.

1 2 3 4 5 26. The desire to learn comes from within the individual.

1 2 3 4 5 27. Productive learning takes place when tasks are adjusted to the maturity and experiential background of the learners.

A B C Score
_ _ _

What do you believe about the conditions of learning?

1 2 3 4 5 28. The mind consists of separate, but related faculties which can be trained. There is automatic transfer of training.

1 2 3 4 5 29. If an individual is absorbed with and enjoying an activity, learning is occurring.

1 2 3 4 5 30. Confidence in self influences learning.

1 2 3 4 5 31. The educative process begins with providing learners varied activities that fit their stages of development and reflect their concerns and interests.

1 2 3 4 5 32. Individuals are capable of self-direction.

1 2 3 4 5 33. Learning is largely a reactive experience.

1 2 3 4 5 34. Learning occurs best when competition for rewards is induced among learners.

1 2 3 4 5 35. Learning proceeds best when individuals see results, have knowledge of progress, achieve insight and gain understanding.

1 2 3 4 5 36. Humans' minds are an information receptacle which can produce factual content mastery.

1 2 3 4 5 37. Learning emerges in the flow and continuity of an individual's total experiencing and growing.

1 2 3 4 5 38. Expectations of individuals should be based upon knowledge of their abilities which are determined by physiological and social development.

1 2 3 4 5 39. Individuals naturally explore when threat is not present.

A B C Score
– – –

What are your beliefs concerning social learning?

1 2 3 4 5 40. Individuals receive many satisfactions from work and stimulation from reasonable new challenges.

1 2 3 4 5 41. The purpose of school is preparing children for adulthood so they can assume a contributing role in society.

1 2 3 4 5 42. When individuals choose they choose for all humans.

1 2 3 4 5 43. When groups of individuals act for a common goal there is more cooperation and friendliness than when they engage in competition with one another.

1 2 3 4 5 44. Behavior is a social product.

1 2 3 4 5 45. The group atmosphere affects an individuals satisfaction in learning.

1 2 3 4 5 46. Humans have the capacities to invent, adopt, adapt and reconstitute present and past ideas and beliefs.

1 2 3 4 5 47. Humans create their own environments.

1 2 3 4 5 48. Humans create groups which agree with their personal realities.

1 2 3 4 5 49. Children should be motivated to learn what is significant and contributory to their lives.

1 2 3 4 5 50. Humans are social beings who seek active involvement with others.

1 2 3 4 5 51. Self-concept is observable through one's behavior or performance.

A B C Score
– – –

What do you believe about intellectual development?

1 2 3 4 5 52. People possess different levels and amounts of intelligence that can be ascertained and reported by a score derived from testing.

1 2 3 4 5 53. The normal curve expresses the social and academic expectation of where people are supposed to fit for the goodness of all.

1 2 3 4 5 54. Readiness for learning is a complex interplay of social, physiological, emotional and intellectual development.

1 2 3 4 5 55. The less planned adult intervention, the greater the intellectual gains of the child.

1 2 3 4 5 56. Increase in intelligence test scores are positively related to aggressiveness, competitiveness, initiative and strength of need to achieve.

1 2 3 4 5 57. Learning involves creating relationships. Intellectual development proceeds from "wholes" to "parts" or from a simplified whole to more complex wholes.

A B C Score

_ _ _

What do you believe about knowledge?

1 2 3 4 5 58. Knowledge is a model created by the individual that makes sense out of encounters with the external conditions in the environment.

1 2 3 4 5 59. Truth exists prior to the learning of it.

1 2 3 4 5 60. Knowledge is temporary and conditional.

1 2 3 4 5 61. Information becomes knowledge when it is perceived as relevant to the solutions of a particular problem.

1 2 3 4 5 62. Little or no knowledge exists which is necessary for all humans to possess.

1 2 3 4 5 63. Truth can be known for itself and not merely for some instrumental purposes.

A B C Score

_ _ _

What do you believe about society?

1 2 3 4 5 64. Society is a process in which individuals participate.

1 2 3 4 5 65. The school preserves social order and builds new social orders when the public decides they are needed.

1 2 3 4 5 66. Humankind is made human by cultural birth.

1 2 3 4 5 67. Society is self renewing.

1 2 3 4 5 68. The way to improve civilization is by improving the quality of individuals, not by improving institutions.

1 2 3 4 5 69. Society has existence in humans' minds!

A	B	C	Score
—	—	—	

A	B	C	TOTAL SCORE
—	—	—	

COUNSELING PRACTICE BELIEFS INVENTORY

PART II

Following is a list of 69 statements concerning various aspects of counseling practice. Please judge each of the statements according to the scale below. In making your judgements, DO NOT consider each statement from the viewpoint, "This is how it is now." Rather DO CONSIDER, "This is what I really believe."

1 = complete agreement
2 = moderate agreement
3 = uncertain
4 = moderate disagreement
5 = complete disagreement

What do you believe about communication?

1 2 3 4 5 70. Self-disclosure by the counselor is used only when necessary in establishing a working relationship with a client to bring about behavior change.

1 2 3 4 5 71. Self-disclosure by the counselor is used because it may be insightful to the client.

1 2 3 4 5 72. Self-disclosure by the counselor is the essence of counseling.

1 2 3 4 5 73. Confrontation in counseling is an act of grace.

1 2 3 4 5 74. Confrontation in counseling is necessary in facilitating client insight or awareness.

1 2 3 4 5 75. Confrontation in counseling is used to bring about client behavior change.

1 2 3 4 5 76. Effective inquiry in counseling is necessary in helping the counselor determine problem areas in need of behavior changes.

1 2 3 4 5 77. Counselors and clients communicating their feelings in the immediate relationship is the essence of counseling.

1 2 3 4 5 78. Counselors should communicate their feelings in the immediate relationship in order to develop rapport with clients.

1 2 3 4 5 79. Counselors communicating their feelings in the immediate relationship is not necessary. What is important is client behavior change.

1 2 3 4 5 80. Effective inquiry in counseling will help the counselor determine "themes" in clients lives that will become the focus of the counseling process.

1 2 3 4 5 81. Reflecting feelings is the essence of counseling.

1 2 3 4 5 82. Effective inquiry in counseling may help the client and counselor learn of each other.

1 2 3 4 5 83. Reflecting feelings is used by the counselor to communicate understanding.

1 2 3 4 5 84. Reflecting feelings is used only in establishing a counseling relationship in order to bring about behavior change.

A B C Score

_ _ _

What do you believe about the counseling relationship?

1 2 3 4 5 85. Empathic understanding and unconditional positive regard are not all that important in counseling.

1 2 3 4 5 86. Portraying genuine concern in the counseling relationship may increase the likehood of client behavioral change.

1 2 3 4 5 87. Empathic understanding and unconditional positive regard are inherent in the counseling relationship.

1 2 3 4 5 88. Empathic understanding and unconditional positive regard are important in establishing relationships where clients can explore concerns.

1 2 3 4 5 89. The counselor can learn to seem genuine in the counseling relationship.

1 2 3 4 5 90. The relationship between counselor and client is secondary to achieving behavioral goals.

1 2 3 4 5 91. The relationship between counselor and client is necessary for counseling to progress.

1 2 3 4 5 92. The relationship between counselor and client is the essence of counseling.

1 2 3 4 5 93. When clients respect the counselor's knowledge base and training then a relationship exists for bringing about behavior changes.

1 2 3 4 5 94. The counseling relationship is established by a "wiser, highly trained individual who works with another individual in order to solve problems."

1 2 3 4 5 95. The counselor is genuine in the counseling relationship.

1 2 3 4 5 96. The counseling relationship is an "I thou encounter."

1 2 3 4 5 97. The counseling relationship involves a "mature individual helping another individual to understand self and to reach toward potential."

1 2 3 4 5 98. Mutual trust and respect are imperative in a counseling relationship.

1 2 3 4 5 99. Counselors have developed a good working relationship when clients trust and respect them.

A B C SCORE

What do you believe about counseling techniques?

1 2 3 4 5 100. Behavior contracting, an agreement between two or more persons specifying what each person will do for a stated period of time, is an important part of counseling.

1 2 3 4 5 101. Escape and avoidance conditioning allow clients to avoid the aversive stimulus by engaging in a more adaptive behavior.

1 2 3 4 5 102. The counselor encourages clients to own their own thoughts and feelings.

1 2 3 4 5 103. The counselor contradicts the self-defeating internalized sentences which the client has learned in order to bring about client awareness.

1 2 3 4 5 104. Counseling may include analyzing clients' life script or life style.

1 2 3 4 5 105. Since a person's behavior is a result of early learning, the counselor may utilize a redecision-making process.

1 2 3 4 5 106. The counselor will persuade clients to develop some activity that will be a counter agent against their irrational self-verbalizations.

1 2 3 4 5 107. Shaping behaviors through positive reinforcement is often a necessary part of counseling.

1 2 3 4 5 108. The counselor will use covert modeling and reinforcement procedures in order to bring about desired behavior changes.

1 2 3 4 5 109. Punishment strategies employing negative reinforcement contingent upon the demonstration of a particular behavior may be used in counseling.

1 2 3 4 5 110. The counselor will use paradoxical intention to reduce anticipatory anxiety.

1 2 3 4 5 111. Counselors help clients in exploring their perceptions, attitudes, and feelings and then encourage decision making when indicated.

1 2 3 4 5 112. Counselors communicate confidence in clients' abilities to live their own lives.

1 2 3 4 5 113. The counselor will use dereflection to counteract the client's self defeating "fight for pleasure."

1 2 3 4 5 114. The counselor will ask the client to speak in the present. Discussion of past or future is not excluded but is brought into a here-and-now focus.

A B C SCORE
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What do you believe about structuring in counseling?

1 2 3 4 5 115. Diagnosis is necessary in counseling.

1 2 3 4 5 116. The counselor decides when it is time to pull loose ends together and move on to another problem.

1 2 3 4 5 117. Clients naturally set goals and enjoy striving toward those goals.

1 2 3 4 5 118. Suggestions by the counselor are often necessary to ensure appropriate directions for client development.

1 2 3 4 5 119. Clients are capable of assuming responsiblity for their behavior and personal growth.

1 2 3 4 5 120. Counseling sessions should be organized through mutual agreement between counselor and client so that both know what is expected of them.

A B C SCORE
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What do you believe about the purpose of counseling?

1 2 3 4 5 121. The counselor is a specialist in psychological education, facilitating accomplishment of development tasks.

1 2 3 4 5 122. The counselor, as an applied behavioral scientist, formulates and provides clients with real and simulated work and social experiences that correct and extend their decision-making and interpersonal relationships.

1 2 3 4 5 123. The counselor is a contingency manager arranging consequences for behavior.

1 2 3 4 5 124. The counselor seeks to enhance client self-definition.

1 2 3 4 5 125. The counselor, seeks to encourage client's will to meaning.

1 2 3 4 5 126. The counselor consults with clients' significant others in order to maintain consistency in a particular behavior modification approach.

A B C SCORE

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What do you believe about evaluation of counseling?

1 2 3 4 5 127. Counseling effectiveness can be ascertained through both the counselor's judgement and the client's perceptions.

1 2 3 4 5 128. The counselor and client will mutually determine when counseling should be terminated.

1 2 3 4 5 129. The client determines when counseling will be terminated.

1 2 3 4 5 130. Counseling effectiveness can be ascertained by setting and attaining explicit behavioral goals.

1 2 3 4 5 131. Objective test results and informal assessment (Observation, rating scales, etc.) may be helpful in the evaluation of a client.

1 2 3 4 5 132. Counseling effectiveness can be ascertained through the client's perceptions.

1 2 3 4 5 133. Observable changes in behavior as well as attitudes are a means of determining counseling effectiveness.

1 2 3 4 5 134. Objective test results are necessary in the evaluation of a client.

1 2 3 4 5 135. Statements from a client reflecting unity or wholeness are a means of determining counseling effectiveness.

1 2 3 4 5 136. Objective test results and informal assessment are not necessary in the evaluation of the client. The best source of information about the client is the client.

1 2 3 4 5 137. The counselor will determine when the goals of counseling have been reached and therefore terminate counseling.

1 2 3 4 5 138. Specific behavior change(s) in clients is the only means of determining counseling effectiveness.

A B C SCORE

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A B C TOTAL SCORE

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